



THE  
KING ALFRED  
SCHOOL  
*An Academy*



THE PRIORY  
LEARNING TRUST



# OPTIONS 2023

Belong - Believe - Be Proud



[WWW.TKASA.ORG.UK](http://WWW.TKASA.ORG.UK)





THE  
KING ALFRED  
SCHOOL  
*An Academy*



# INTRODUCTION

## *Dear Year 9 Students*

Over the coming weeks you will be making some decisions about the courses that you will follow in Year 10 and 11. These decisions will affect your school life and, possibly, future career. This is an exciting time and you will have some important decisions to make but before you make those decisions, you must:

- Read (and make certain that you understand) the information in this booklet.
- In particular, make certain that you understand the subject information and the different routes that you can take.
- Look at your school report which will highlight your strengths and areas for development.
- Talk to your parents/carers about the course and your suitability for them.
- Talk to your teachers about what the course involves.
- Talk to older students about their experience of the course (but remember that your course may be quite different).
- **Ask questions** that will help you to make the right decisions.
- Consider all of the course carefully and ensure that you have made the right decision for you.
- Consider how your choices may affect your opportunities after Year 11, in terms of further education your career pathway.
- Talk to our career advisor if you are unsure about career pathways
- Come along to the Course Choices Evening on 23<sup>rd</sup> February which provides a hugely important opportunity for parents/carers and students to discuss with staff the subjects studied next year and to obtain additional information. All departments in the school will be represented and your Head of Year, Mrs Whiteoak, will be available to offer advice throughout this time.

The curriculum offered here at TKASA, is designed to be broad, balanced and flexible. It allows you to achieve the highest levels possible and also to develop your individual talents. At the same time, it will prepare you for your role in society, both now and in the future.

In addition to the formal timetabled curriculum, there will be opportunities for you to continue personal development outside of the classroom. These will include local visits, subject related activities; work experience; sporting and performance opportunities; Duke of Edinburgh Award scheme; careers interviews and further education information and opportunities.

Remember if you have any concerns or questions please ask!

*Miss Charles*

# MAKING YOUR CHOICE:

## 3 Learning Pathways

### Core pathway:

All students follow the core curriculum, this is compulsory, i.e. you have to do the following subjects:

- English - 2 GCSEs
- Mathematics - 1 GCSE
- Science - 2 GCSEs
- Physical Education - Non-examinable
- PSHCE - Non-examinable

### EBACC pathway:

All students will then have to study **ONE** of the subjects below:

- Geography
- History
- French
- Spanish

### Personalised pathway:

Students will also study **Three** subjects from the options listed below:

- |                    |                            |                     |
|--------------------|----------------------------|---------------------|
| ● Art and Design   | ● Engineering              | ● Photography       |
| ● Biology          | ● French                   | ● Physics           |
| ● Business studies | ● Geography                | ● Religious studies |
| ● Chemistry        | ● Health & Social Care     | ● Spanish           |
| ● Computer science | ● History                  | ● Sports Science    |
| ● Construction     | ● Hospitality and Catering | ● Sports Studies    |
| ● Creative iMedia  | ● Music                    |                     |
| ● Drama            | ● Performing Arts          |                     |

In making your choice you should think carefully about your:

**INTERESTS**

**ABILITIES**

**HOW YOU LIKE TO WORK**

**POSSIBLE CAREERS**

**POSSIBLE HIGHER**

**EDUCATION**





### **Interests**

You will tend to do better in a subject that interests you.

### **Abilities**

Look honestly at yourself and assess where your strengths really lie.

### **How you like to work**

Study the routes and the descriptions of the individual subjects carefully to see what best suits your needs.

### **Possible careers**

Keep doors open – make certain that you use all of the careers information available. Make sure you choose a good balance of subjects.

### **Possible Higher Education**

Again, keep doors open for as long as you can.

### **The Schedule**

- |                                      |  |
|--------------------------------------|--|
| <b>10<sup>th</sup> February 2023</b> | Option booklet issued to students via tutors   |
| <b>23<sup>rd</sup> February 2023</b> | Option choices evening<br>Tutor Groups K, I, N, G – 5.45pm<br>Tutor Groups A, L, F, R – 6.30pm |
| <b>17<sup>th</sup> March 2023</b>    | Deadline for return of Course Choices reply slips  |

THE FUTURE BELONGS TO YOUNG  
PEOPLE WITH AN EDUCATION AND  
THE IMAGINATION TO CREATE

Barack Obama

# FREQUENTLY ASKED QUESTIONS

## **Dos and Don'ts**

- ✗ Don't choose a subject just because your friends do.
- ✗ Don't choose a subject because you dislike your current teacher or choose a subject because you do like him or her.
- ✓ Before choosing a subject that you've never done before, do research it thoroughly and find out all about it.
- ✓ Do seek independent advice when you are unsure.
- ✓ Do consider what you want to do after Year 11 and consider the implications of the decisions that you make at this stage.
- ✓ Do choose the subjects you like the best as you are more likely to be successful at these and 2 years is a long time!
- ✓ Do be aware of the amount of coursework (you will have to provide along the way) and the proportion that the exam will count towards your final grade.

We wish you well in your thoughts and decision making. Please do not hesitate to talk to us at school and ask for advice.

## **Do I have a completely free choice?**

The short answer is no. You will find that certain subjects are compulsory, the Core Curriculum, because they are considered to be vital to everyone and form part of our core curriculum which every student in the country has to follow. We also believe that it is important that you select courses that match your needs, aspirations and ability and as such your course choices will be reviewed by your tutor.

## **Within these limits will I be able to do all of the subjects that I have chosen?**

We sincerely hope so - every effort will be made in trying to give you all of your 'first choices'. However, if you make a choice for which the number in the course has to be limited, then we may have to ask you to accept a reserve choice. Occasionally, not enough students may choose a subject which may make it uneconomical to run.

## **What sort of work does each course involve?**

Some of the subjects offered are new to you; others will be different from your previous experiences of them. In this booklet is a 'Guide to Courses' to give you some idea of the work involved in each course. You can find out more by talking to the staff who teach you or by consulting the members of staff responsible for a subject. You should contact the staff responsible for a particular subject through your tutor. Of course you should all come along, with your parents/carers, to the Course Choices Evening.

## **Will I be able to manage the course?**

Usually, you can judge this for yourself but when you discuss your choices with your tutor you will find that he or she will be aware of which of your present subjects your teachers think you should or should not continue.

## **What examinations do I take and what qualifications will they lead to?**

The courses are mainly 2 year courses leading to a GCSE award. However, for some students a full range of GCSE exams may not be appropriate and the another option may be suitable.





# MOVING ON FROM GCSEs



## GCSEs for advanced level at 16

If you are thinking about doing an advanced level course at 16, like A-Levels or BTECs, it's sensible to find out what GCSE grades you will need to get on to the course in sixth form or college. Often students need to get a grade 5 to be able to do that subject as an A Level. If you do double science at GCSE you can still progress to any of the science subjects at A levels as long as you have the required grades.



## GCSEs for going on to university

If you are thinking about higher education, be aware that because some courses and universities are so competitive, they will look at your GCSE results as well as later qualifications like A-Levels or BTECs. Some university courses - like Sciences, Medicine and Nursing - will be looking for specific GCSEs in the science subjects. Courses in Psychology, Business or English might require particular GCSE subjects and grades. If you are thinking about a university course you would like to do later, it is a good idea to check out the qualifications you need. Check directly with the institution (their websites often have this information).



## GCSEs for employment

Employers want people with good maths and English GCSEs. The government has now made it a requirement that a young person who hasn't yet achieved a grade 4 (old grade C) or above in maths and English will need to continue to do them, as part of whatever course or training they do, until they are 18. This would be as well as work experience, which can be used to gain vocational qualifications by demonstrating work-based skills.



## Careers

As you make your option choices it is helpful to consider what your eventual career area might be. At this stage very few of you will be completely certain what you want to do when you leave school, though by now you will have some idea of your personal strengths. Most career areas will still be open to you at 16 even if you change your mind at a later date.

There is lots of help and advice available within school. Information is available in the Careers Library. Students, Parents and Carers have access to on-line resources, which are full of useful information.



## Useful Careers Websites

[www.eclips-online.co.uk](http://www.eclips-online.co.uk) - Login KING3EE offering help about lots of careers

[www.futuremorph.org](http://www.futuremorph.org) - Interactive site giving information about stem careers

[www.lcould.com](http://www.lcould.com) - Interactive resource

[www.cswgroup.co.uk](http://www.cswgroup.co.uk) - Useful information regarding careers related queries and help with further education options. Also offers life webchat using Advisor Online Service, each weekday from 12.00 to 6.00pm.

[www.nextstepssw.ac.uk](http://www.nextstepssw.ac.uk) - Useful information about your choices when you complete your GCSEs

[www.direct.gov.uk/NationalCareersService](http://www.direct.gov.uk/NationalCareersService) - Information on specific careers

[www.careersbox.co.uk](http://www.careersbox.co.uk) - Video clips regarding a wide range of careers





# GCSE ENGLISH LANGUAGE

## AQA Specification 8700

Output: 1 GCSE

Contact: Mrs Wormald - Kelly

### The course

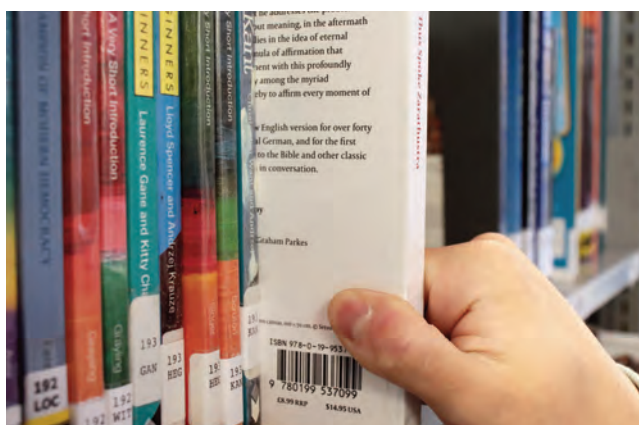
Over three years you will read a range of texts from literature to non-fiction, spanning the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries. You will develop your standard English writing skills, with an emphasis on the correct use of spelling, punctuation and grammar.

### What sort of student does well at this subject?

You will do well if you enjoy studying a range of different texts, including fiction and non-fiction, as well as media. You need to be able to write clearly and accurately and explain your ideas. You must also be prepared to discuss your thoughts with others. If you are well informed about the world around you, you will find the course rewarding.

### The work you would do

- Speaking and Listening Assessments, which are separately endorsed.
- A range of reading and writing activities
- 100% terminal exam at the end of the course



### Assessment

**Paper 1: Explorations in Creative Reading and Writing**  
**Section A:** Reading one literature fiction text  
**Section B:** Writing descriptive or narrative writing

**Paper 2: Writers' Viewpoints and Perspectives**  
**Section A:** Reading one non-fiction text and one literary non-fiction text  
**Section B:** Writing to present a viewpoint

### This involves

- Creative input
- Written Theory
- Group work

### Career Paths

- Writer
- Publishing
- Acting/Theatre
- Journalist
- Web content design
- Public Relations
- Teacher
- Librarian
- Advertising Designer



# GCSE ENGLISH LITERATURE

## AQA Specification 8702

Output: 1 GCSE

Contact: Mrs Wormald - Kelly

### The course

Over three years you will read a range of classic literature including:-

- A 19<sup>th</sup> century novel
- A Shakespeare play
- A selection of poetry from 1789 onwards
- British fiction or drama from 1914 onwards

The quality of your writing will also be assessed.



### What sort of student does well at this subject?

You will do well if you enjoy reading and responding to a range of different literary texts, including poems, plays and novels. You need to be able to write well-structured essays and use quotations to support your views. You must be prepared to discuss your ideas in class.

### The work you would do

Preparation for 100% terminal exam at the end of the course.

### Assessment

#### Paper 1: Shakespeare and 19<sup>th</sup> Century Novel

**Section A:** Extract to whole response to Shakespeare ('Macbeth')

**Section B:** Extract to whole response to novel ('A Christmas Carol')

#### Paper 2: Modern Texts and Poetry

**Section A:** Essay response to modern drama ('An Inspector Calls')

**Section B:** Comparison of two poems from 'Power and Conflict' collection

**Section C:** Unseen poetry response

### This involves

- Creative input
- Written Theory
- Group work

### Career Paths

- Writer
- Publishing
- Acting/Theatre
- Journalist
- Web content design
- Public Relations
- Teacher
- Librarian
- Advertising Designer

# GCSE MATHS

## EDEXCEL Mathematics MA1

Output: 1 GCSE

Contact: Mrs L Owens

### The course

This course is examined at the end.

There are three exams which can have questions on any of the topics covered.

### What sort of student does well at this subject?

You will do well if:

- You know your 'everyday' mathematics (times tables, time, lengths, weights, capacity, money) and are able to apply this to a variety of different problems.
- You realise that you do algebra already (you use 'p' (pence), 'm' (metres) and '£' without thinking) so don't be put off by 'x'.
- You are aware of the shapes all around you and their properties.
- You know something of the world around you, as there are times when you are asked to explain the meaning of an aspect of mathematics in relation to the real world.

### The work you would do

The course covers 4 areas:

- Number
- Algebra
- Statistics
- Geometry & Measures

### Assessment

**Paper 1:** Non Calculator

**Paper 2:** Calculator

**Paper 3:** Calculator



### This involves

- Individual work
- Group Work

### Career Paths

- Teaching
- Accountancy
- Mechanics
- Hairdresser
- Painter/decorator
- Architect
- Engineer
- Scientist
- Pilot







# GCSE SCIENCE

## AQA Specification

### GCSE Combined Science: Trilogy (2 GCSEs)

### OR GCSE Biology/Chemistry/Physics (3 GCSEs)

Output: 2 or 3 GCSEs

Contact: Dr R Butler



### GCSE Combined Science: Trilogy (2 GCSEs)

This course uses different contexts to relate science concepts to their applications. Focusing on scientific explanations and models, it gives learners an insight into how scientists help develop our understanding of ourselves and the world we live in.

There are six exams papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each exam will be 1hr 15mins.

### GCSE Biology / Chemistry / Physics (3 GCSEs)

You will be provided with the opportunity to develop a further understanding of scientific explanations, how science works and aspects of Biology, Chemistry and Physics relevant to careers in Science.

There are six exam papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each exam will be 1hr 45 mins.

### Assessment

#### Combined Science: Trilogy (2 GCSEs)

- Paper 1 and 2 for Biology, Chemistry and Physics (6 exams in total)
- Each written exam 1 hour 15 minutes

#### GCSE Biology/Chemistry/Physics (3 GCSEs)

- Paper 1 and 2 for Biology, Chemistry and Physics (6 exams in total)
- Each written exam 1 hour 45 minutes

### This involves

- Individual work
- Practical work
- Group work

### Career Paths

- Doctor
- Astronomy
- Forensic science
- Chemical engineering
- Geneticist
- Nuclear engineering
- Astrophysics
- Chemist
- Dentistry
- Marine scientist
- Microbiologist
- Engineering





# GCSE PHOTOGRAPHY

## AQA Specification 8206

Output: 1 GCSE

Contact: Mrs V O'Brien

### The course

GCSE Photography is the right course for you if you are passionate about image making. Throughout the course you will use both traditional and digital photographic equipment to develop your understanding and ability to create static or moving images. Areas of study could include portraiture, installation, photo-journalism, moving image: film, video and animation and fashion photography.



### What sort of student does well at this subject?

You will need to be both passionate and creative to complete this course. You should have an interest in the process of taking photographs or videos, and want to learn more about how other artists, photographers and image makers have explored a range of subject matters through their own work. You will need to be able to analyse the works you take

inspiration from and research for your own projects. You must be dedicated and excited to take regular photoshoots independently out of lesson time so that your project work develops creatively.

### Assessment

There are two components to GCSE photography:

**Component 1 Portfolio:** Throughout year 10 you will produce a sustained project that follows a theme you are exploring. You will also include a selection of work that evidences the skills you have explored. This is worth 60% of your overall grade.

**Component 2 External Assignment:** In year 11 you will receive an externally set task paper. It features several tasks of which you select one to complete. You get preparation time, plus ten hours of supervised time. This is worth 40% of your overall grade.

### This involves

- Individual work
- Written theory
- Creative input
- Group Work
- Practical Work
- Fieldwork and visits

### Career Paths

- Photo and Film
- Digital Arts
- Academic
- Industry
- Cinematographer
- Special effects artist
- Arts education
- Advertising
- Lighting specialist
- Media photographer
- Art historian
- Commercial photography
- TV Director







# GCSE ART & DESIGN

## AQA Specification 8202

Output: 1 GCSE

Contact: Mrs V O'Brien

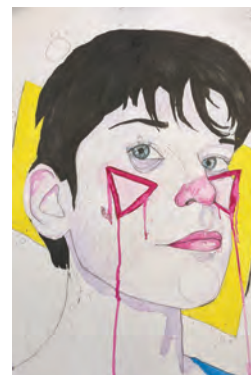
### The course

This course provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in Art and Design. You will have the opportunity to explore traditional and new media, while being encouraged to develop and refine your skills in response to the work of other Artists, Designers and Craftspeople.

### What sort of student does well at this subject?

Students who are:

- Interested in Art from different times and cultures.
- Enjoy developing own ideas from a theme or starting point.
- Have the ability to experiment, review and refine techniques.
- Enthusiastic, dedicated, creative and enjoy practical work.



### Assessment

Your final mark will be based on your portfolio submission (60%) which you create and present throughout Year 10, and on the externally set exam (40%) that is set in year 11.

**Component 1 Portfolio:** Throughout year 10 you will produce a sustained project that follows a theme you are exploring. You will also include a selection of work that evidences the skills you have explored. This is worth 60% of your overall grade.

**Component 2 External Assignment:** In year 11 you will receive an externally set task paper. It features several tasks of which you select one to complete. You get preparation time, plus ten hours of supervised time. This is worth 40% of your overall grade.

### This involves

- Individual work ● Written theory
- Creative input ● Group Work
- Practical Work ● Fieldwork and visits

### Career Paths

- 2D Arts ● 3D Arts ● Academic
- Court artist ● Architect ● Art therapist
- Comic book artist Sculptor ● Art critic
- Illustrator ● Set designer
- Art historian ● Applied Arts ● Digital Arts ● Art education ● Make-up artist
- Animator ● Photo and Film ● Toy designer ● Graphic designer
- Cinematographer ● Tattoo artist ● Video game designer ● Lighting specialist
- TV Director









# GCSE BUSINESS STUDIES

**AQA (8132)**

**Output: 1 GCSE**

**Contact: Mr G King**

## The course

Following business studies gives you the opportunity to explore real business issues and how businesses work. You will learn about different business theories and apply your learning to the context of real businesses. We look at a wide range of local, national and international businesses.

## What sort of student does well at this subject?

You will find Business Studies interesting if you enjoy watching programmes like Dragons' Den and The Apprentice and have an enquiring mind about what is happening in the business world around us. You will do well if you enjoy finding out information from a variety of sources including the internet. This is a great course for anyone planning to run their own business or having a career working for a business in the future. You will need to be comfortable with basic numeracy and literacy.

## The work you would do

This is a linear GCSE with two exams which you take at the end of Year 11. You will study six units:

- Business in the real world, including the purpose of business, aims, objectives and different types of business
- Influences on business, including technology, the economy, globalisation, laws, business ethics and competition
- Marketing, including advertising and promotion, pricing, market research and e-commerce.
- Human resources, including the recruitment, training and motivation of workers
- Business Operations, including production, stock control, quality and customer service
- Business finance, including how to raise finance, cash flow, revenue, costs and profit



## Assessment

**Paper 1:** Influences of operations and HRM on business activity  
(units 1, 2, 3 & 4) 1 hour 45 minutes

**Paper 2:** Influences of marketing and finance on business activity  
(units 1, 2, 5 & 6) 1 hour 45 minutes

## This involves

- Individual work
- Work related work
- written theory

## Career Paths

- Accountant
- Insurance underwriter
- Shop worker
- Business advisor
- HR manager
- Social media manager
- Bank manager
- Management consultant
- Stockbroker
- Corporate Investment Banker
- Retail Manager
- Secondary teacher
- Self-employment (running own business)



# GCSE COMPUTER SCIENCE

## OCR (J277)

Output: 1 GCSE

Contact: Mr C Whiteoak

### The course

Over two years you will study the basics of computer programming using Python. You will use your programming skills to solve problems using creative programming solutions. You will also learn how computers work and how they communicate with each other across networks. You will learn how to apply mathematical skills relevant to Computer Science.

### What sort of student does well at this subject?

You will do well if you enjoy using a computer, being creative, enjoy mathematics and want to learn how to program using a text-based programming language.

### The work you would do

This is a linear course with two exams which you take at the end of Year 11. You will learn to:

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to people
- apply mathematical skills relevant to Computer Science

### Assessment

**Paper 1:** Computer Systems 1 hour 30 minutes

**Paper 2:** Computational thinking, algorithms and programming 1 hour 30 minutes

### This involves

- Individual work
- Work related work
- Substantial computer work
- Creative input

### Career Paths

- Business analyst
- Information systems manager
- Systems analyst
- Data analyst
- IT consultant
- Web designer
- Database administrator
- Multimedia programmer
- Web developer
- Games developer
- Software engineer
- Secondary teacher



```

1170 function(scope, element, attr, ngSwitchController) {
1171     var watchExpr = attr.ngSwitch || attr.on,
1172         selectedTranscludes = [],
1173         selectedElements = [],
1174         previousElements = [],
1175         selectedScopes = [];
1176
1177     scope.$watch(watchExpr, function ngSwitchWatchAction(value) {
1178         var i, ii;
1179         for (i = 0, ii = previousElements.length; i < ii; ++i) {
1180             previousElements[i].remove();
1181         }
1182         previousElements.length = 0;
1183
1184         for (i = 0, ii = selectedScopes.length; i < ii; ++i) {
1185             var selected = selectedElements[i];
1186             selectedScopes[i].$destroy();
1187             previousElements[i] = selected;
1188             $animate.leave(selected, function() {
1189                 previousElements.splice(i, 1);
1190             });
1191         }
1192
1193         selectedElements.length = 0;
1194         selectedScopes.length = 0;
1195
1196         if ((selectedTranscludes = ngSwitchController.cases['!' + value])
1197             scope.$eval(attr.change);
1198             forEach(selectedTranscludes, function(selectedTransclude) {
1199                 var selectedScope = scope.$new();

```



# COMPUTING: CREATIVE iMEDIA

**OCR J834**

**Output: Level 1/2 National Certificate (1 GCSE Equivalent)**

**Contact: Mr C Whiteoak**

## The course

During this course you will complete two units of coursework, one mandatory and one optional unit plus a terminal exam which accounts for 40% of your overall grade. You will understand how to effectively plan and implement your own designs and digital products using a range of tools and resources available to you. Using various outlets of digital creation from sound to video and even game design, this computer course is designed to give you an insight into the many different aspects of creative media.

## What sort of student does well at this subject?

You will do well studying iMedia if you enjoy, planning, designing and creating graphics using a variety of computer programs available. As the course is 60% coursework, you will be required to use your time effectively during time allocated for controlled assessment.

## The work you would do



### Mandatory Units:

**Creative iMedia in the media industry** - this unit is assessed by taking an exam. In this unit you will learn about the media industry, digital media products, how they are planned and the media codes which are used to convey meaning, create impact and engage audiences.

**Visual identity and digital graphics** - this unit is assessed by completing an assignment. In this unit you will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

### Optional Units:

Characters and comics; Animation and audio; Interactive digital media; Visual imaging; Digital games.

**Coursework 60%**

## This involves

- Individual work
- Work related work
- Substantial computer work
- Creative input

## Career Paths

- Games developer
- Software designer
- Web designer
- Animator
- Multimedia programmer
- Web developer
- Audio-Visual Technician
- Graphic Designer
- Secondary teacher
- Film Maker
- Media Researcher
- Advertising Executive





# PERFORMING ARTS (DANCE/ DRAMA)

## WJEC Level 2 Technical Award

Output: **1 GCSE equivalent**

Contact: **Miss Keeble**

### The course

This course will explore the different pathways of performing arts looking at acting and dance. Over the first year of study you will learn skills in both areas, working together to create and perform your own performance work.

By the end of Year 10 you will have completed skills in both performing disciplines and then you are ready to go into Year 11 where for each unit you will choose whether you complete the assessment as a dancer or an actor. You can do the same discipline for each unit or mix and match.



### What sort of student does well at this subject?

This course will suit those who enjoy all aspects of performance and wish to experience performing in both dance and acting. This course will suit students who wish to mix and match between dance and drama and will also suit students who think they will streamline to just one of those performance disciplines in Year 11. To be successful on this course you must be dedicated, hardworking and be able to work well in a group. Students who take this option must be able to complete work independently and stick to deadlines.

### The work you would do

- **UNIT 1- PERFORMANCE MUSICAL THEATRE (Internally assessed)**  
Students to choose to be assessed in:
  - Acting a musical theatre scene.
  - Dancing a musical theatre piece of choreography.
  - Both of the above.
- **UNIT 2 CREATING (Internally assessed)**  
Students to choose to be assessed in:
  - Devising an original drama piece.
  - Creating an original piece of choreography.
- **UNIT 3- PERFORMING ARTS IN PRACTICE (Externally assessed)**  
Students will plan a performance event which they will plan and pitch through a presentation.

### Controlled Assessment 100%

### This involves

- Trips/Visits
- Written theory
- Individual work
- group work
- Substantial computer work
- Creative input
- Physical activity



## Career Paths

**Jobs that require the following set of skills** - Confidence, Self-discipline, Research, Analysis, Writing, Reasoning, Team building, Communication, Interpersonal skills, Presentation skills, Problem solving, Empathy and Creativity.

**Possible career choices** - Acting ● Administers ● Broadcast presenters ● Choreographer ● Community workers ● Customer relations ● Dancer ● Dance therapist ● Directors ● Drama Therapists ● Education ● Film work ● Hospitality, Journalism ● Law, Management roles ● Marketing ● Media ● Musical theatre, Producing ● Retail ● Social work ● Stage crew ● Teaching ● Technician, Television ● Vocal coach ● Youth Work



# CONSTRUCTION AND THE BUILT ENVIRONMENT

## WJEC Level 1 / 2 Vocational Technical Award

Output: 1 GCSE Equivalent

Contact: Mr Barham

### The course

Would you love the opportunity to transform the world around you? Are you looking to learn about new technologies, materials and processes that are involved in construction projects? Do you want to develop a good foundation for a successful career in construction, or to work in the trades?



You will study three construction trade areas of the built environment, including the planning, undertaking and evaluating of construction tasks.

### What sort of student does well at this subject?

- A student who is able to communicate clearly and effectively
- Is able to work safely and accurately using a range of tools and equipment
- Is able to work individually and as a member of a team
- Is able to interpret information and follow work plans
- Enjoy learning through a range of practical projects

### The work you would do

#### ● Unit 1 Introduction to the built environment

Written Exam Worth 40% of the qualification. You will have one exam. The exam will last 1 hr 30 mins, it will be made up of short answer and extended response questions.

#### ● Unit 3 -Constructing the built environment

Coursework Project Worth 60% of the qualification Internally assessed and externally moderated. You will be assessed through project work (no exam). You will be asked to prepare and complete three trade-based tasks e.g. creating a simple lighting circuit, making a wooden planter, fitting a door frame or tiling a splashback.

### Coursework 60%

### This involves

- Practical work
- Individual work
- Group work
- Written theory

### Career Paths

Successful completion of this course enables you to progress and access a range of Level 3 qualifications including A levels, apprenticeships and vocationally related qualifications or employment in the field of construction.

The construction industry offers a wide range of exciting opportunities, from tradesperson to leading large scale construction projects, and from an architect to renovator of our historic built environment.





# GCSE DRAMA

**Pearson/Edexcel GCSE (9 - 1) in Drama (1DR0)**

**Output: 1 GCSE**

**Contact: Miss Keeble**

## The course

Over the two years you will study a range of theatre genres, styles and practitioners. Students can complete the course as a designer or a performer or a mixture. In Year 10 all students will experience performing and designing in lessons but will choose what discipline they would like to be assessed in for each mock assessment. In Year 11 students will complete their real exams as a designer or a performer.



The course has a range of both practical and written work, working on creative and practical skills as well as theoretical and analytical skills. Students will present their work to external audiences as well as get to experience live theatre on various trips. It is important that students who choose this course are willing to work as part of a group and are aware they will need to use time outside of lessons to work on their group projects.

## What sort of student does well at this subject?

This course will suit those who enjoy being creative and working with others. Students who take drama will have an interest in the world of theatre from the actors to directors and all designers. Although there are many practical elements to this course, students who will also focus and work hard on theoretical work will suit this course. To be successful you must be dedicated, hardworking and be able to work well in a group. Students who take this option must be able to complete work independently and stick to deadlines.





## The work you would do

### GCSE DRAMA

#### ● COMPONENT 1

##### DEVISING

(Internally assessment- 40%)

Students can complete this as a performer or a designer.

- Devise/design for an original piece of drama.
- Analyse and evaluate their creative process and success.

#### ● COMPONENT 2

##### TEXT IN PERFORMANCE

(Externally assessed- 20%)

Students can complete this as a performer or a designer.

- Perform/design two extracts from a published play.

#### ● COMPONENT 3

##### THEATRE MAKERS IN PRACTICE

(Externally assessed- 20%)

Written exam in two sections.

- Section A - A play text study
- Section B - Live Theatre Review

### This Involves

- Trips and Visits ● Practical Work ● Individual Work ● Group Work
- Creative Input ● Physical Activity ● Substantial Computer Work

### Career Paths

**Jobs that require the following set of skills:** ● Confidence ● Self-discipline

- Research ● Analysis ● Writing, Reasoning ● Team building ● Communication
- Interpersonal skills ● Presentation skills ● Problem solving
- Empathy and Creativity

**Possible career choices:** ● Acting ● Administers ● Broadcast presenters

- Choreographer ● Community workers ● Customer relations ● Directors
- Drama Therapists ● Education ● Film work ● Hospitality ● Journalism
- Law ● Management roles ● Marketing ● Media ● Musical theatre
- Producing ● Retail ● Social work ● Stage crew ● Teaching ● Technician
- Television ● Vocal coach ● Youth Work

# LEVEL 1/2 VOCATIONAL AWARD IN ENGINEERING

**Level 1/2 Vocational Award in Engineering** (Technical Award)

**Output:** 1 GCSE equivalent

**Contact:** Mr Barham or Mr Day



## The course

The sky's the limit. Engineering is an increasingly innovative and exciting area to work in. It affects every aspect of modern life – from skyscrapers to smart phones, cars to carrier bags. The Engineering award introduces students to a host of new technologies, helping them to gain practical skills and understanding to inspire a lifelong interest in engineering.

## What sort of student does well at this subject?

This subject will particularly appeal to those who enjoy being creative, with an affinity for drawing, design, maths and problem-solving. Technical drawings feature in the exam. The made artifact needs to be accurate to achieve a good grade, as does the ability to be creative when designing.

## The work you would do

- Develop engineering skills with metals, plastics and composite materials to produce quality engineered products.
- Practice and develop your engineering drawing skills
- Manufacture a final product as your assessment. You will be given the final drawing and your grade will be based on your accuracy and attention to detail
- Present engineering portfolios for the products you create.
- Develop a range of technical and practical skills.
- Develop a knowledge of mechanical, structural, pneumatic and electrical systems.

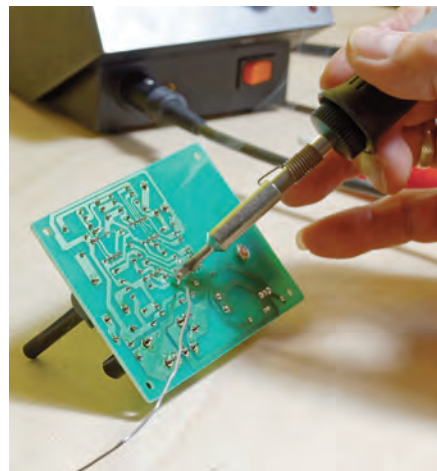
**Coursework 60%**

## This involves

- Practical work
- Individual work
- Group work
- Written theory
- Substantial computer work

## Career Paths

- Electrical engineer
- Civil engineer
- Architect
- Mechanical engineer
- Structural engineer
- Aircraft engineer
- Aerospace engineer
- Buildings surveyor
- Pilot
- Product development
- CAD technician
- Project manager







# LEVEL 2 FOOD: HOSPITALITY AND CATERING

## WJEC specification

Output: **Level 2 Vocational Award (equivalent to 1 GCSE)**

Contact: **Mrs Seymour**

### The course

This is a vocational (work related course) where you can learn about the hospitality and catering industry and the potential it can offer you for your career or further study. It is most suitable as a foundation for further study, it will provide you with a core depth of knowledge and a range of specialist and general skills that will support your progression to further learning and employment.

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars, airlines, tourist attractions, hospitals and sports venues.

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group, according to a report by People 1<sup>st</sup>.



### What sort of student does well at this subject?

You will do well if you enjoy cooking and working with food and will benefit from a part time job in the industry. You need to have an enquiring mind to find out about the food industry, nutrition and the properties of food ingredients. You need to be prepared to cook a variety of dishes that include complex food preparation and cookery skills.

### The work you would do

There are two units, both of which are structured to closely reflect current practice in industry.

- **Unit 1** - Hospitality and catering industry: focuses on learning about different types of providers (employers), legislation, food safety and the roles and responsibilities within the sector. This unit is assessed with a written or on-line formal examination.
- **Unit 2** - Hospitality and catering in action: develops your practical skills for planning, preparing, cooking and presenting nutritional dishes to meet the needs of a specific client. You will cook a variety of dishes in Year 10 to practice and master cookery skills so that you can apply them to this piece of work in Y11.

### Assessment

**Unit 1:** Hospitality and catering industry; external written paper (90 minutes) **40%**

**Unit 2:** Hospitality and catering in action; internal coursework (12 hours) **60%**.



### **This involves**

- Individual Work
- Group Work
- Practical Work
- Creative Input
- Written Theory

### **Career Paths**

- Catering
- Chef/cook
- Food safety officer
- Hospitality
- Baker
- Restaurateur
- Environmental Health
- Food testing/taster



### **This course can lead to further study in Y12 / 13:**

- Level 3** Diploma in Food Science and Nutrition
- Level 3** Diploma in Advanced Professional Cookery or Advanced Diploma in Food Preparation and Cookery
- Level 3** Hospitality Leadership and Supervisor
- Level 2 or 3** Apprenticeships within the Hospitality and Catering Industry



# GCSE GEOGRAPHY

## AQA Specification

Output: **1 GCSE**

Contact: **Mrs C Owen**

### The course

GCSE Geographers are assessed on their knowledge and understanding of geography topics (85%) and their fieldwork skills (15%). All assessment is through externally set examinations.

Geography topics studied are:

- Natural Hazards - tectonic hazards, tropical storms, UK extreme weather & climate change
- The Living World - focus on deserts and rainforests
- UK Landscapes - Rivers and coasts
- Urban Issues and Challenges - focus on Bristol and Kampala
- The Changing Economic world - focus on the UK and Uganda
- Challenge of Resource Management - food, water and energy

### What sort of student does well at this subject?

You will do well if you have an enquiring mind and are fascinated by how the world works. Geographers need to be able to research current issues, analyse numerical data, write clearly and contribute to class discussions and presentations. It is important to have an open mind and to be able to consider issues from different perspectives.

### The work you would do

- Aspects such as extreme weather conditions and natural hazards will be explored by analysing videos of extreme events and carrying out research.
- Discussions and role playing will be used to develop students' understanding of issues such as climate change and international aid.
- Fieldwork skills will be developed during two compulsory fieldwork experiences. Currently these visits are to Bristol to study the regeneration of Temple Quarter and to Lyme Regis to study coastal processes.



### Controlled Assessment

**Paper 1:** Living with the Physical Environment - The Living World, Challenge of Natural Hazards and UK Landscapes

**Paper 2:** Challenges in the Human Environment - Urban Issues and Challenges, The Changing Economic World, Challenge of Resource Management

**Paper 3:** Geographical Applications - Issue Evaluation, Fieldwork



## This involves

- Fieldwork and Visits
- Creative Input
- Written Theory
- Individual Work
- Group Work

## Career Paths

- Hydrologist
- Aid worker
- Geologist
- Town planner
- GIS manager
- Meteorologist
- Seismologist/Volcanologist
- Conservation officer
- Environmental consultant



# GCSE HISTORY

## OCR GCSE in History (J410) Explaining the Modern World

Output: 1 GCSE

Contact: Mr M Ellis

### The course

Over three years you will investigate a series of key historical enquiry questions much in the same way as you have in Years 7, 8 and 9. The course is based on a range of historical topics and issues to allow you to study in breadth and in depth.

### What sort of student does well at this subject?

You will succeed in GCSE History if you have enjoyed studying History at Key Stage 3. If you enjoy the process of historical enquiry you will enhance the skills you have already gained: analysing picture, film and written evidence from past times. You need to be able to describe, explain and analyse causes and consequences of events and changes and understand why some events, people and places are more significant than others.

### The work you would do

- International Relations, 1918-1975 including interpretations of Appeasement and the origins of the Cold War
- Germany, 1925-1955: The People and the State
- Power: Monarchy and Democracy c1000-2014
- The English Reformation c.1520-c.1550
- Castles: Form and Function c.1000-1750



### Assessment

#### Paper 1: Period study and non-British Depth Study

Section A: International Relations and interpretations

Section B: Germany 1925-1955

#### Paper 2: British Thematic study

Power: Monarchy and Democracy c1000-2014

#### Paper 3: British depth study and the historic environment

Section A: The English Reformation c.1520-c.1550

Section B: Castles: Form and Function c.1000-1750

### This involves

- Fieldwork and Visits
- Written Theory
- Individual Work
- Group Work

### Career Paths

- Curator
- Archaeologist
- Civil service
- Academic librarian
- Archivist
- Politician
- School teacher
- Journalist
- Solicitor
- Working for heritage organisation (eg National Trust)





# GCSE MODERN FOREIGN LANGUAGES

(FRENCH, SPANISH & GERMAN)

## AQA Specification

Output: **1 GCSE**

Contact: **Mr Disney**



## The course

The AQA GCSE in French, Spanish and German consists of four units based on the following skills: speaking, listening, reading and writing. Each skill area is worth 25% of your GCSE. All skills are formally assessed at the end of the course - many of the exam tasks (e.g. 90 word essay, describing a photo) are similar to the skill assessments you have already done at the end of each Learning Cycle.

## What sort of student does well at this subject?

Language learning is great fun and is extremely rewarding!

Good linguists are people who enjoy learning about other people and their cultures; are good communicators and are interested in new experiences and potentially working or living abroad in the future.

Please change the information under 'the work you would do' to read..

The GCSE specification is the same for all languages:

**Theme 1:** Me, my family and friends, technology, free-time activities, festivals and culture

**Theme 2:** My home and region, social issues, global issues, travel and tourism

**Theme 3:** School life, future studies, work and careers

## The work you would do

Topics studies will include: Media & Culture, Sport & Leisure, Travel & Tourism and Business, Work and Employment, Out and About, Customer Service and Transactions, Personal Information, Future Plans, Education and Work.

## Assessment

**Paper 1:** Listening (25% of final grade)

**Paper 2:** Speaking (25% of final grade)

**Paper 3:** Reading (25% of final grade)

**Paper 4:** Writing (25% of final grade)



## This involves

- Individual Work
- Group Work
- Creative Input
- Written Theory

## Career Paths

- Interpreter
- Broadcast journalist
- Logistics & distribution manager
- Secondary school teacher
- Detective
- Marketing executive
- Translator
- Diplomatic service officer
- International aid/development worker
- English as a foreign language teacher
- Tour manager
- Patent examiner



# HEALTH AND SOCIAL CARE

## OCR Cambridge Nationals Level 1/2

Output: **Vocational Award (equivalent to 1 GCSE)**

Contact: **Ms King or Miss Bullock**

### The course

The course will develop knowledge, understanding and practical skills that would be used in the health and social care sector. This could include carrying out first aid, creating and delivering health promotional campaigns and being able to research topic areas of interest. The course will allow learners to study a wide range of topics including supporting individuals through life events, learning about therapies and their benefits and the factors that influence health to name a few. This is a new exciting course that will benefit students wanting to go in to the health and social care profession, with progression within our own 6th form and community.



### What sort of student does well at this subject?

Students who take this course are going to need to be organised and committed to completing work during lesson time as well as homework to progress their knowledge and understanding of a wide range of topics. As a new subject to the students they will need to be organised and prepared to communicate effectively, research topic ideas and show planning of creative activities.

### The work you would do

Students are going to get the opportunity to have class discussions, research opportunities, and plan and deliver their own health promotion campaign.

Through the course there is an examination as well as coursework to compete.

In class lessons will include group work, individual tasks and discussions. There will be many transferable skills developed these include communicating, researching, planning, being creative, presenting and delivering information.

### This course can lead to further study in Y12 / 13:

Cambridge Technicals Level 3 Health and Social Care.

Apprenticeships Level 2/3 in Health and Social Care, Maternity and Paediatric support, Dental Nursing and many more.

T Level Health, Healthcare Science or A Levels; Biology, Sociology, Psychology (level 3)

### Assessment

**RO32** Principles of care in health and social care settings - Exam

**RO33** Supporting individuals through life events - NEA

**TBC RO34/ RO35** - NEA

These are awarded on the scale of:

**Level 2-** distinction\* (\*2), Distinction (D2), Merit (M2), Pass (P2)

**Level 1** - Distinction (D1), Merit (M1), Pass (P1) and Fail/ Unclassified.

### This involves

● Individual Work ● Group Work ● Creative Input ● Written Theory

### Career Paths

● Adult care worker ● Healthcare science assistance ● Healthcare assistance  
● Maternity and Paediatric support

# GCSE MUSIC

Examining body:: **EDUQAS**

Output: **1 GCSE**

Contact: **Mr K John**

## The course

We study the EDUQAS GCSE Music course at TKASA, and as such there are 3 components all students will study: Performance, Composition and Appraisal.

## What sort of student does well at this subject?

All students will need to be keen, committed musicians and willing to perform on stage (instrumental or singing), to an audience and are expected to contribute to the extra curricular life of the department including ensembles and concerts. Over the two years, students will have the opportunity to study a variety of genres of music from different genres and eras.

In order to achieve the highest grades at GCSE, students need to be able to perform on their instrument at grade 4 standard or above by September of Year 11. Whilst a number of students opt for private tuition alongside these courses, this is not a compulsory requirement - you can succeed in this course through the skills and knowledge you have acquired through Key Stage 3 Music. Whilst fun and enjoyable, you will need to be prepared to do lots of practice, work hard and show a high level of resilience.

In order to succeed, students need to devote the same time and effort to the written and theoretical aspects of music that they would to their performance skills.

## The work you would do

The GCSE course suits musicians with an interest in basic understanding of theory and notation, history and development of music, both classical and popular and composing (creating their own pieces of music). If you do not have experience in this, please do not let that stop you from applying. Additionally, we will study the history of musical genres, and partake in theoretical analysis of music, alongside preparing multiple performances and compositions.

### Course Breakdown

#### ● Unit 1 - Performing Music.

1 x solo performance and 1 x ensemble performance. Pieces to be chosen by student and teacher. 30% of final mark. Both to be recorded Learning cycle 1 of year 11.

#### ● Unit 2 - Composing Music.

1 x free brief completed throughout year 10, and 1 x set brief completed ,throughout learning cycles 1 & 2 in year 11.

#### ● Unit 3 - Appraising music.

1 hour 45 minute exam paper at the end of year 11.



### **Extra-curricular for GCSE:**

In addition to classroom studies, we are able to offer an extensive range of extra-curricular activities for students to take advantage of to develop their performance skills. Additionally, students will be offered the opportunity to mentor younger musicians and direct ensembles.

### **Ensembles:**

- Orchestra
- Singing group
- Jazz Band
- Brass Group
- Superstars (become a tutor)
- Pit Band



### **Events:**

In addition to performing with the groups above, we have a busy calendar which incorporates the following events:

- Annual School Musical
- Annual Christmas Concert & Light Switch On
- Regular Acoustic Nights
- Battle of the Bands
- TKASA Arts Festival.



# GCSE RELIGIOUS STUDIES

## AQA Religious Studies

Output: **1 GCSE**

Contact: **Mrs Richards and Mrs Gibson**

### The course

Our GCSE (9-1) Religious Studies specification provides you with the exciting opportunity to gain a deeper understanding of two religions, Christianity and Islam and explore philosophy and ethical studies in the modern world. Philosophy and ethics is studied through four themes: ● Relationships and families ● The existence of God, gods and the ultimate reality ● Religion, peace and conflict ● Dialogue between religious and non-religious beliefs and attitudes.

### What sort of student does well at this subject?

Students who enjoy discussing and debating topic issues will do well in this Subject. You will need to be able to explain, analyse and evaluate the opinions of others, as well as explaining your own ideas. You will need to have good listening skills.

### The work you would do

- Your study of Christianity and Islam will give you a very good understanding of the beliefs, teachings and practices of the two religions. This will enable you to be able to understand, explain and analyse the philosophical and ethical arguments from different perspectives.
- Philosophy and Ethics deals with issues such as Abortion, Euthanasia, IVF, the use of animals in research, homosexual marriage, divorce, capital punishment, 'just war' theory, poverty and cloning as well as big questions such as 'Is there a God?', 'Why is there suffering in the world?', 'What causes evil?', 'What happens when people die?', 'Do miracles happen?'



### Assessment

#### Paper 1: The study of religions

Christianity: Beliefs and Practices

Islam: Beliefs and Practices

#### Paper 2: Thematic studies

Relationships and families

Religion and Life

Religion, peace and conflict

Religion, crime and punishment

### This involves

- Fieldwork and Visits
- Written Theory
- Individual Work
- Group Work

### Career Paths

- Clergy
- Therapist
- Archivist
- Research
- Church secretary
- Counsellor
- Writer
- Advice worker
- Journalist
- Youth worker
- School teacher







# SPORTS SCIENCE

## OCR Cambridge Nationals Level 2

Output: **1 GCSE equivalent**

Contact: **Mrs K Clough**

### The course

Students who choose OCR Sport Science will follow a structured route of classroom and practical based lessons that will allow them to achieve 1 GCSE equivalent grade.



The course is broken down into three units across the two years: **Reducing the risks of sports injuries and dealing with common medical conditions, applying the principles of training: fitness and how it affects skill performance, the body's response to physical activity and how technology informs this.** The first of these involves students studying for and completing an exam. The other units are coursework based and involve students completing and submitting a series of assignments. The examination and assignments will be graded on a sliding scale ranging from a level 1 Pass to a level 2 Distinction\* (A / A\* equivalent).

### What sort of student does well at this subject?

Students who watch and listen to sport to increase their knowledge of sporting examples. Commit to attending P0/P6 sessions in the lead up to the exam. Be organised and have good time management to ensure that assignment deadlines are met. The teaching of the qualification is completed through practical work, learning skills and how to do things that may be relevant to the world of work.

### The work you would do

#### Assessment

**R180:** Reducing the risk of sports injuries and dealing with common medical conditions - 1.15 hour Written Exam

**R182:** Applying principles of training: fitness and how it affects skill performance - Centre assessed tasks OCR moderated

**R183:** The body's response to physical activity and how technology informs this - Centre assessed tasks OCR moderated

#### This involves

- Individual Work
- Group Work
- Physical Activity
- Practical Work
- Substantial Computer Work
- Work-related Work
- Written Theory

#### Career Paths

Studying this subject can lead to a variety of jobs including sport therapy, fitness instruction, sports coaching, sports psychology, physiotherapy, sports development, PE teaching, personal training, firefighter and exercise science.



# SPORTS STUDIES

## OCR Cambridge Nationals Level 2

Output: **1 GCSE equivalent**

Contact: **Mrs K Clough**

### The course

Students who choose OCR Sport Studies will follow a structured route of classroom and practical based lessons that will allow them to achieve 1 GCSE equivalent grade. The course is broken down into three units across the two years: Contemporary Issues in Sport, Performance and Leadership in Sports Activities and Sport and the Media. The first of these involves students studying for and completing an exam. The other units are coursework based and involve students completing and submitting a series of assignments. The examination and assignments will be graded on a sliding scale ranging from a level 1 Pass to a level 2 Distinction\* (A / A\* equivalent). The main difference between this and Sport Science is that this course enables you to gain marks for your practical ability in a team and individual sport.



### What sort of student does well at this subject?

Students who play team sport and individual sport outside of school. Commit to attending Po/P6 sessions in the lead up to the exam. Gain experience of officiating a team sport and leading a group of people through a sporting session. Watch/listen to sport to increase knowledge of sporting examples. Be organised and have good time management to ensure that assignment deadlines are met. The teaching of the qualification is completed through practical work, learning skills and how to do things that may be relevant to the world of work.

### The work you would do

#### Assessment

**R184:** Contemporary Issues in Sport - 1.15 Hour Written Exam

**R185:** Performance and leadership in sports activities  
- Centre assessed tasks OCR moderated

**R186:** Sport and the media - Centre assessed tasks OCR moderated

#### This involves

- Individual Work
- Group Work
- Physical Activity
- Practical Work
- Substantial Computer Work
- Work-related Work
- Written Theory

#### Career Paths

Studying this subject can lead to a variety of jobs including sport therapy, fitness instruction, sports coaching, sports psychology, sports development, PE teaching, lifeguarding and personal training.





THE PRIORY  
LEARNING TRUST



THE  
KING ALFRED  
SCHOOL  
*An Academy*

The King Alfred School - An Academy  
Burnham Road  
Highbridge  
Somerset  
TA9 3EE

Tel: 01278 784881  
Email: [info@tkasa.org.uk](mailto:info@tkasa.org.uk)